

**Math**  
**Date: Practicum II Week 1**

<b>Grade:</b> 1	<b>Subject:</b> Math: Telling Time lesson from: <a href="http://www.cpalms.org/Public/PreviewResourceLesson/Preview/39702">http://www.cpalms.org/Public/PreviewResourceLesson/Preview/39702</a>
<b>Materials:</b> Templates of clocks, task cards, dry erase markers and erasers, exit slips, writing utensils	<b>Technology Needed:</b> document reader
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/ <b>cooperative learning</b> <input type="checkbox"/> <b>Visuals</b> /Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/ <b>collaboration</b> <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<b>Standard(s)</b> <ul style="list-style-type: none"> <li>MAT-01.MD.03 Tell and Write time to the hour and half-hour using analog and digital clocks</li> </ul>	<b>Differentiation</b> <b>Below Proficiency:</b> Use clocks with colored hands to help students differentiate between the minute hand and hour hand. Allow students to use clocks they can manipulate to demonstrate their understanding instead of drawing hands on clocks. cards can be divided so students can focus on time to the hour <b>Above Proficiency:</b> cards can be divided so students can focus on either time to the hour or time to the half hour. Once that is mastered, then students can complete the activity with the mix of time to the hour and half hour. Use quarter or to the 5 minute <b>Approaching/Emerging Proficiency:</b> Follow this lesson <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li><b>Visual:</b> visuals of analog and digital clocks</li> <li><b>Auditory:</b> listening to teacher explain. YouTube video (optional)</li> <li><b>Kinesthetic:</b> getting up to walk around and ask classmates what time it is</li> <li><b>Tactile:</b> drawing on the clock face, writing down times</li> </ul>
<b>Objective(s)</b> Students will be able to: identify and write time to the hour and half hour using analog and digital clocks. tell the difference between the hour and hand minute hand on the clock. match analog representation on a clock to the corresponding digital time. <b>Bloom's Taxonomy Cognitive Level:</b> Remember, Understand, Apply	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> During what time is it activity students voices will be at a 2 – the only thing being said is What time is it? Tell a student something more than once – a cube Tally marks with specific students Attention getters if necessary
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Student will work individually Students can be paired with partner nearby by OR can be separated by skill level	<b>Minutes</b>
	<b>Procedures</b> <b>Set-up/Prep:</b> Day before: Prepare materials Blank clock face: 1 print copy, 1 digital copy Interactive clock sample – 25 print copy and laminate Task cards – 13 copies and laminate Exit slips – 13 copies Watches – 13 Day of: gather materials. Copies and white boards with markers. <b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Ask – <i>What do we know about watches and clocks</i> students might mention different types of watches and clocks, what they are used for, how time is told on different devices, and so-on. Explain - <i>there are two different types of clocks, analog (or face clock) and digital</i> , does anyone know what these clocks look like? invite a child up to draw an analog and digital clock on the board. Prior knowledge... Students should: have prior knowledge of number identification and sequence. know the difference between hours and minutes.

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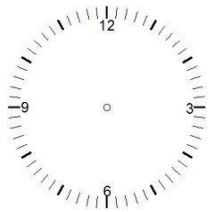
know the difference in AM and PM in respect to telling time within the twenty-four-hour period. – this may need to be reviewed in a different lesson.

Provide students with three times on the board (8:00am, 12:00pm, and 5:00pm). Have students choose a time from the board and have them think about something they do at that time every day. *After you are done thinking about the time you picked I want you to turn and share with someone.*

**Explain: (concepts, procedures, vocabulary, etc.)**

vocab: o'clock, hour, minute, digital, analog, half hour, time

Show the students the large demonstration clock (attached) without hour or minute hand. *Friends, there are 60 minutes in an hour. The minutes are represented by the small lines that go around the outside (perimeter) of the clock. The darker lines and numbers represent the hours.*



Pull this image up on the smart board so it is large enough for everyone to see.

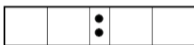
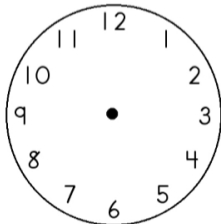
Fill in the missing hours by counting sequentially with students and recording the number on the demonstration clock. *Let's count together and fill in the missing numbers on this clock.*

Draw on the hour hand. *The hour hand tells us what the hour is.* As the hour hand moves around the clock, it tells us when we are at the next hour. Complete some examples as the hour hand points to the numbers around the clock. (Note: include practice where the hour hand does not exactly point to the number and discuss what the hour would be if the hour hand is between numbers.)

Next, add the minute hand to the clock using the same fastener. *This hand on the clock moves around and tells us how many minutes there are until we reach the next hour. Each time the minute hand goes around the clock once, an hour has gone by. When the minute hand on the clock points to the twelve, we say the number the hour hand points to and o'clock. Each little dash represents 1 minutes.*

Open up the interactive clock on computer  
<http://time.virneth.co.uk/e-clock/interactive-clock.php> - with minutes showing  
<http://www.visnos.com/demos/clock> - without minutes showing

Using the interactive clock sample that the students will use (see attachment), demonstrate how 5 o'clock is written in digital form. Provide additional examples with whole group.



Clocks for student guided practice. Laminates and assemble with brass fastener.

\*\*\*\*\*Hand out clocks\*\*\*\*\*

Have students practice some examples of time to the hour on the interactive clocks where they display the time on the clock using the hour and minute hands and record the time digitally with a dry erase marker.

\*\*\*\*\*Hand out EXIT slip\*\*\*\*\* (hour)

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Show students the demonstration clock. Remind the students that when the minute hand starts on 12 and goes all the way around to the 12 again, it is 60 minutes. Then fold the paper in half and explain that half of 60 is 30, so when the minute hand gets to the 6, it is 30 minutes.

Using the interactive clock, model what the hour hand looks like as the minute hand moves around the clock. Explain that, *as the minute hand moves around the clock, the hour hand moves toward the next hour number.*

Model some examples of what different half hour times look like with an analog clock and how to write it in digital form.

Show the students how the hour hand is between the numbers when the minute hand tells us it's 30 minutes past the hour. Use the interactive clock on the web

The students will then be given examples from the teacher and practice showing time to the half hour using the hour and minute hand and write it digitally with dry erase marker.

1. call out some examples of time to the hour (3:00, 6:00, 12:00, and 10:00). Use interactive clocks

2. Students will use laminate clocks to show time to the hour. After setting the hands on the clock, students will use dry erase markers to write the digital time in the space provided on the laminate clock.

3. ask students what on the clocks tells them that is time to the hour and not the half hour.

4. call out some examples of time to the half-hour (1:30, 11:30, 6:30, and 4:30).

5. Students will use laminate clocks to show time to the half-hour. After setting the hands on the clock, students will use dry erase markers to write the digital time in the space provided on the laminate clock.

6. ask the students what on the clocks tells them that is time to the hour and not the half hour.

\*\*\*\*\*Hand out Exit Slips\*\*\*\*\* (half-hour)

If time allows, you may choose to play this video – you can also use it as a brain break at the end of the lesson.

[https://www.youtube.com/watch?v=g6tJAY\\_7AL4](https://www.youtube.com/watch?v=g6tJAY_7AL4)

**Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)**













Once students have had ample amounts of practice telling time to the hour and half hour both in analog and digital format, students will work in pairs to complete the paired task card activity.

Students will also complete the paired task activity. Another activity that can be used if time allows.

1. Students will have a predetermined number of cards with pictures of clocks, times written in digital format, and the words used to tell time.

2. The teacher will give each pair a packet where the students will work together to match cards of time to the hour and half hour. Students will match the analog clock with the digital time and the words used to tell time.

3. Students will peer assess one another in pairs.

12:00	4:00	9:00
6:00	1:00	5:00
11:30	7:30	2:30
3:30	12:30	8:30
twelve o'clock	four o'clock	nine o'clock
six o'clock	one o'clock	five o'clock
eleven thirty	seven thirty	two thirty
three thirty	twelve thirty	eight thirty
		
		
		
		

# Math

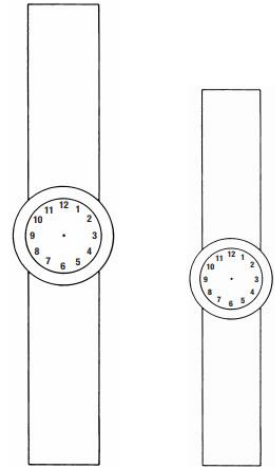
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OR

### 1. What Time Is It?!

Students wear paper watches and go around the room asking each of their peers, "What time is it?" Their peers show them their watch faces (without stating the time on their watches). Then students record the time they read on each of their peers' watches.

Free Printable: Analog Wristwatch (blank clock faces). Cut strips out of construction paper and have students design their wristbands. Then have them wear their bands (staple them like a bracelet) and tape their watch faces onto their bands. Prior to this activity, draw hands on the clock faces and write down what time you gave each child. This makes the assessment process easier. For the recording document, you can create a Word document table (two columns) and use one side for students' names and the other for the times they record. – student roster found below



### Review (wrap up and transition to next activity):

How are the minute hand and hour hand alike? How are they different?

(possible answers: both hands show us the time on a clock, they both go around the clock each hour, one is longer than the other, one measure hours and one measure minutes)

How do you represent time on an analog clock?

(possible answers: you show time on an analog clock by setting the hour and minute hand to show the hour and minute of the time requested)

How do you represent time on a digital clock?

(possible answer: you write the hour number first and the minutes second, you write the hour number first and the minutes after the colon)

Why is it important to know the difference between hours and minutes when telling time?

(possible answer: because there are only twelve hours in half a day and 59 minutes before the turn of a new hour. If those are confused, you would have 59 hours and only 12 minutes, and that isn't the accurate measure of time.)

After students have had ample opportunities to practice, the summative assessment may be given to determine mastery.

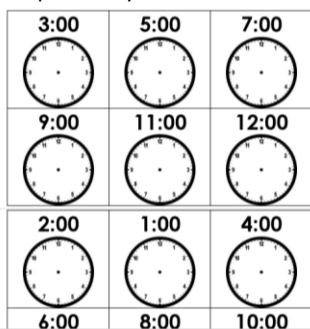
### Formative Assessment: (linked to objectives, during learning)

- Progress monitoring throughout lesson (how can you document your student's learning?)

Prior knowledge: Provide students with three times on the board (8:00am, 12:00pm, and 5:00pm). Have students choose a time from the board and have them draw a picture and write a sentence about something they do at that time everyday.

Throughout lesson: Guided practice will include task cards that students will work together in pairs to complete. The teacher will model the task before cooperative pairs begin and will monitor groups and facilitate discussion on answer choices.

Distributed Summarizing: At the end of each section of the lesson, students will complete an exit ticket that has a time problem that was introduced in that section. Students will solve the problem independently and turn it in.



### Summative Assessment (linked back to objectives, END of learning)

Students will complete the written assessment "Telling time to the hour and half hour assessment," which includes each problem type.

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#### Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Before the lesson, I was able to talk to Mrs. Steiner about the lesson I had planned. She really thought the kids would like it. She suggested that some of the students were ready for time that focused on 'quarter to' and 'quarter after.' Because we spoke before I was able to go back and add these to my lesson. She also mentioned that she still had some students struggling with the o'clock aspect of telling time. I was going to have students of varying skill levels for this lesson. She did ask me if I could switch it to stations because she knows how restless her kids can get. I really didn't think it could and I wanted to challenge myself with whole group instruction. But after looking at, I found that she already did her math in stations and it would be simply to do this lesson with a small group. The change worked out nicely.

#### What went well?

I originally planned this as a whole group lesson, but they do math in stations. So, I switched this plan to small group. This worked great!

Students were more engaged when I separated them, so they weren't so close together for the matching game.

Because this lesson was taught in small group, I was able to use a hands-on interactive clock instead of the computer. This worked really nicely when I was explaining how the hour hand was half way between the two hours when the minute hand was at the thirty.

The students were the most engaged when they were doing something with their hands. This worked really nicely because the lesson is designed so they are constantly working.

What did the students learn?	How do you know?
The two names of the clocks: analog/digital	I told them and asked again at the end of the lesson; I have not been able to ask a second time, so I am unsure if the information stuck. Make it a point to ask the students you had in small group the next day of the names of the two clocks.
Two 30 minute (half-hour) in one hour. Four 15-minute (quarter hour) in one hour.	Questioned; students answered correctly.
How to write time for a digital clock.	Observation by teacher. I had them create their own time. I had some students make a few mistakes. They would write 30:30 for 3:30. They got confused and didn't realize to leave one box blank if it is only one digit. Make a point of explaining this more clearly next time.
Correctly tell time to the hour. Correctly tell time to the half-hour.	Exit slips & Matching game
Long hand=hour hand Short hand=minute hand	Exit slips & Matching game

#### What changes would you make?

I wish we weren't sitting so close – they tended to look at neighbors when I asked a time they did not know. I would gently remind them to complete the time by themselves.

The times in which I was talking and explaining they wanted to giggle with their friends. I just have to be more assertive – and this will come when I have my own class and won't be the one coming in the middle of the year.

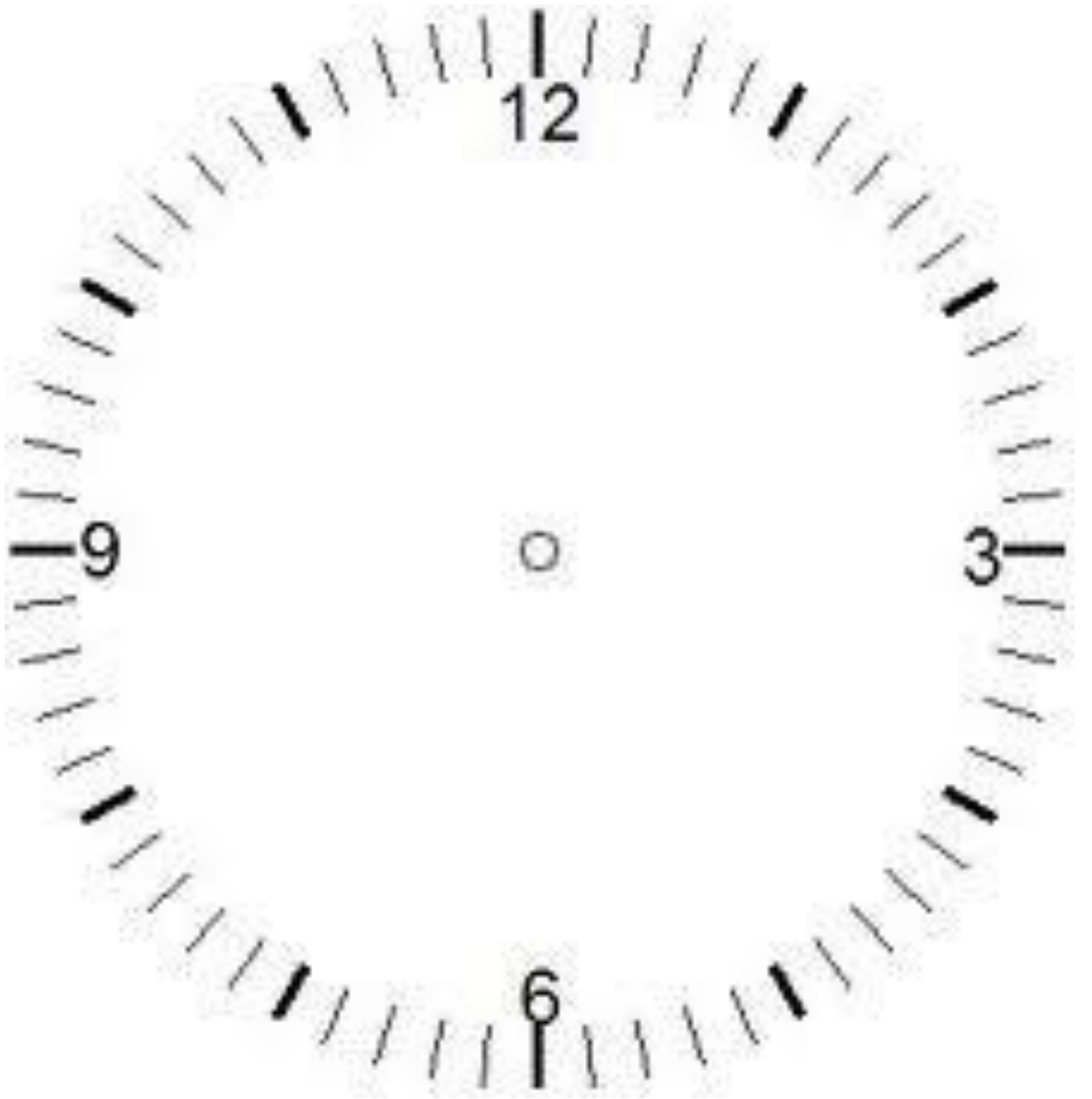
Math groups were already planned, but I would have split it up differently. I would make groups based on skill level. I say this because I had some boys who were ready to move onto 'quarter to' and 'quarter after.'

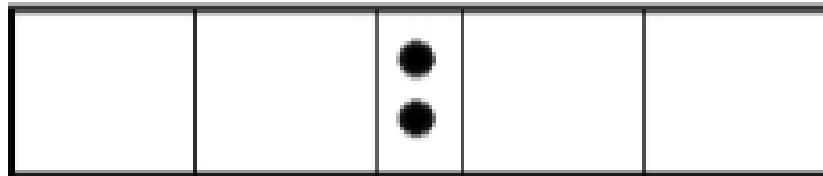
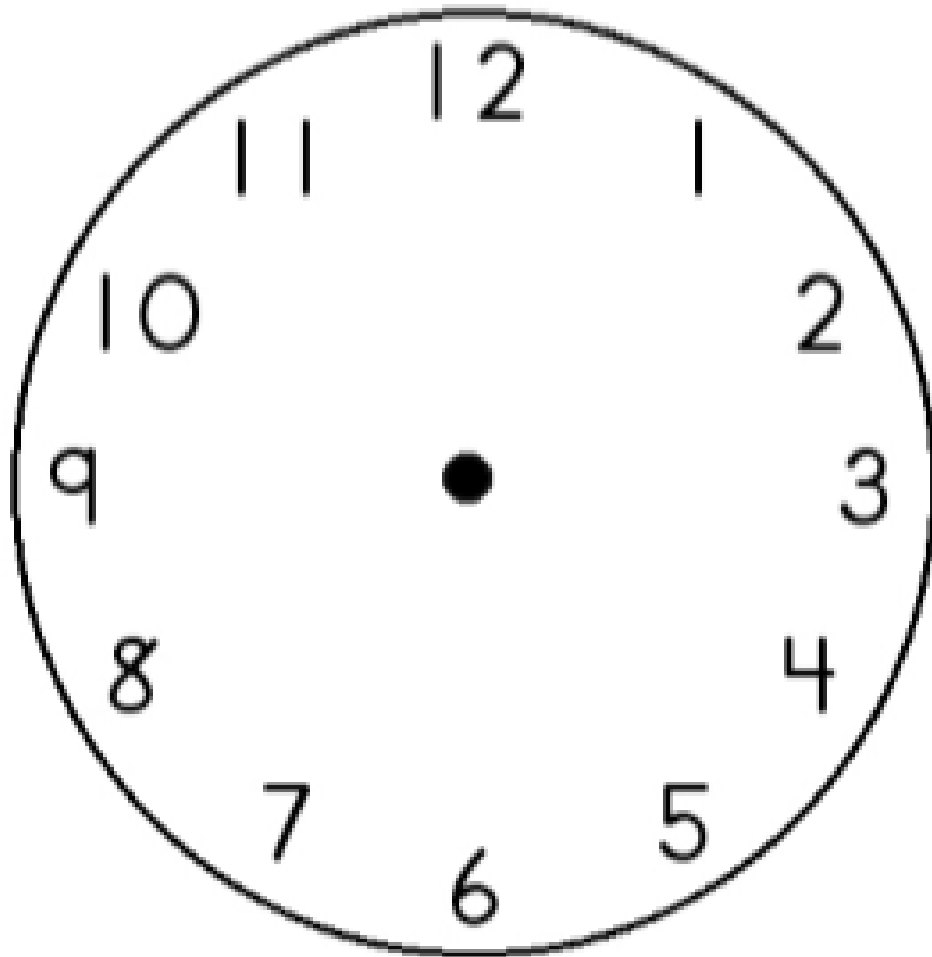
Change my language – when Mrs. Steiner was working with time the next day she used the phrase "Whose house is it in?" to refer to what hour it was.

Have examples of times – you kind of spent a long time picking out a variety of times to ask the students.

Make sure all of the materials are ready to be handed out. You took too long deciding which student would get what.

My last activity – What time is it... -- You need to find a different time to do this. There isn't enough time in the station to complete this task, especially because I wanted all the students to participate all at once. Because of the crazy days we were having, I was only able to work with one group per day – which isn't ideal. Complete this activity once all of the groups have seen the lesson.





Clocks for student guided practice. Laminate and assemble with brass fastener.

<b>12:00</b>	<b>4:00</b>	<b>9:00</b>
<b>6:00</b>	<b>1:00</b>	<b>5:00</b>
<b>11:30</b>	<b>7:30</b>	<b>2:30</b>
<b>3:30</b>	<b>12:30</b>	<b>8:30</b>
<b>1:15</b>	<b>3:15</b>	<b>4:15</b>
<b>9:15</b>	<b>11:15</b>	<b>6:15</b>
<b>2:45</b>	<b>5:45</b>	<b>6:45</b>

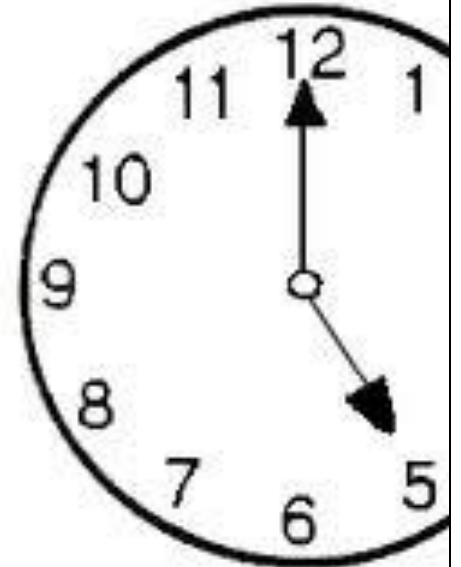
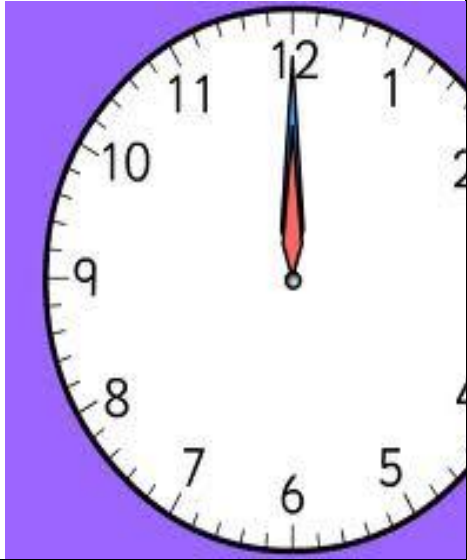


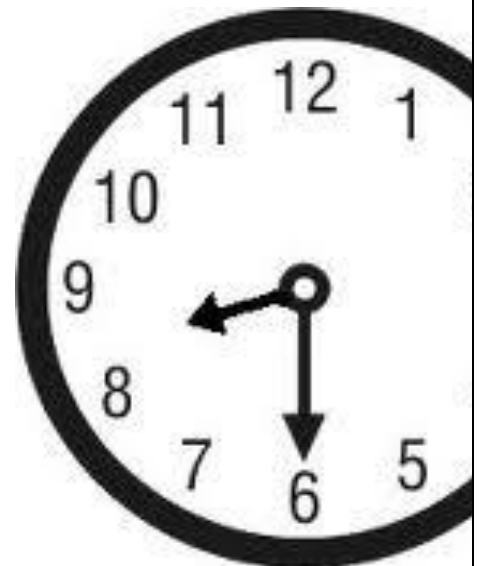
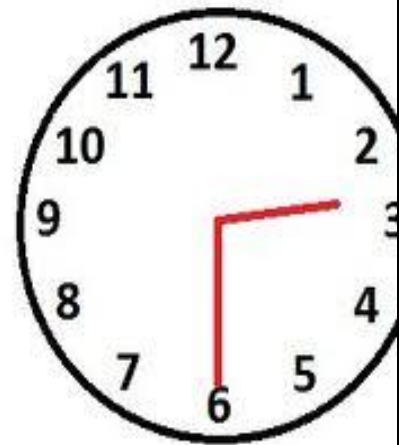
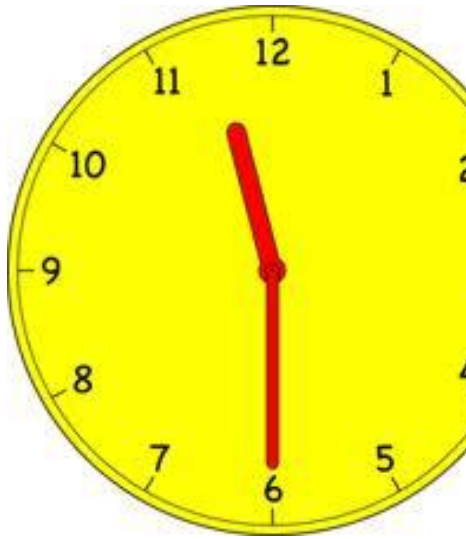
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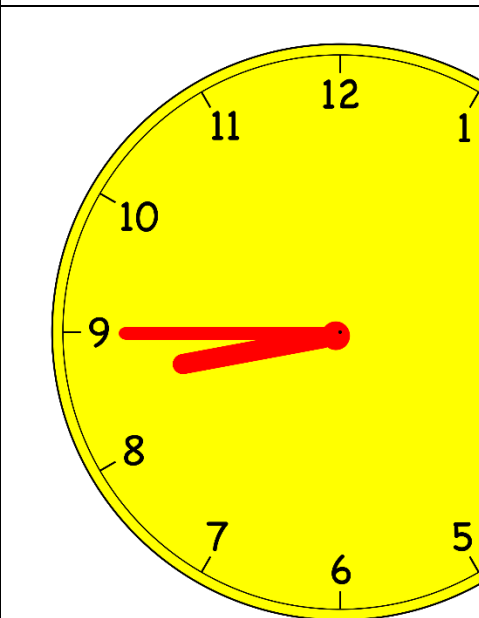
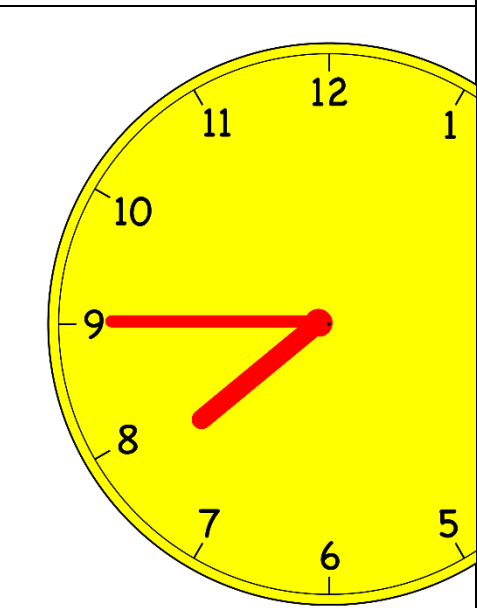
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<b>twelve o'clock</b>	<b>four o'clock</b>	<b>Nine o'clock</b>
<b>six o'clock</b>	<b>one o'clock</b>	<b>five o'clock</b>
<b>eleven thirty</b>	<b>seven thirty</b>	<b>two thirty</b>
<b>three thirty</b>	<b>twelve thirty</b>	<b>eight thirty</b>
<b>One Fifteen</b>	<b>Three Fifteen</b>	<b>Four Fifteen</b>
<b>Nine Fifteen</b>	<b>Eleven Fifteen</b>	<b>Six Fifteen</b>
<b>Two Forty-five</b>	<b>Five Forty-five</b>	<b>Six Forty-five</b>
<b>Seven Forty-five</b>	<b>Eight Forty-five</b>	<b>Nine Forty-five</b>









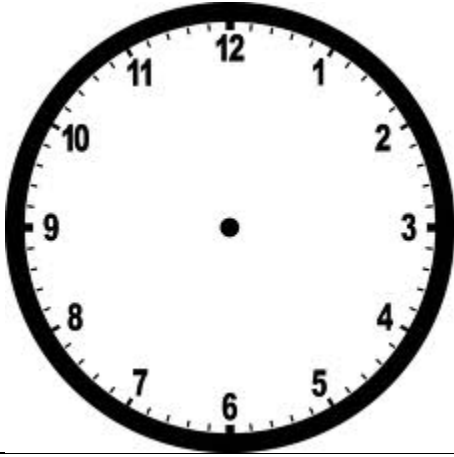
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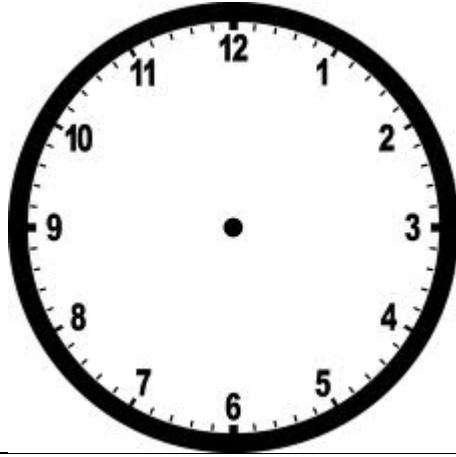
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Addelyn		Morgan	
Johansson		Isabella	
Shawntad		Eva	
Eden			



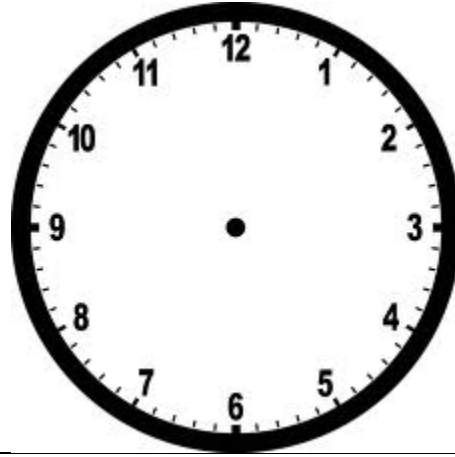
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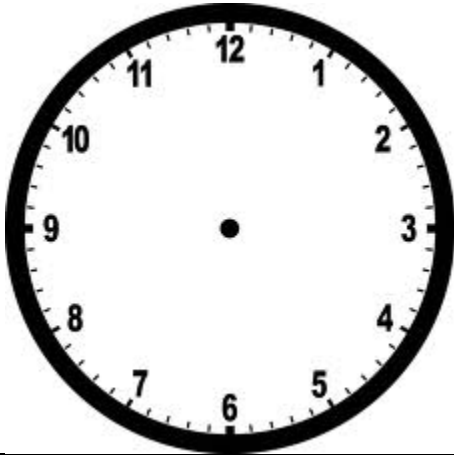
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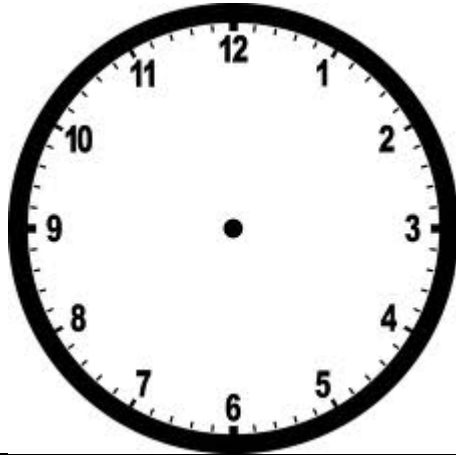
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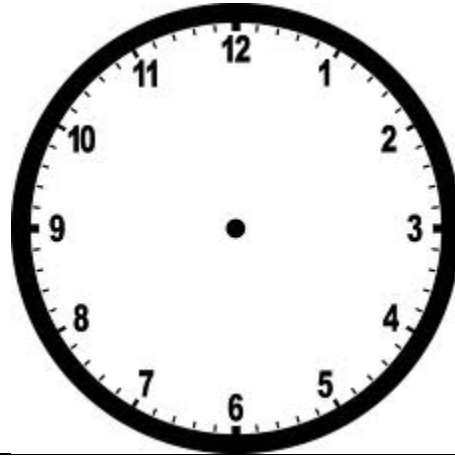
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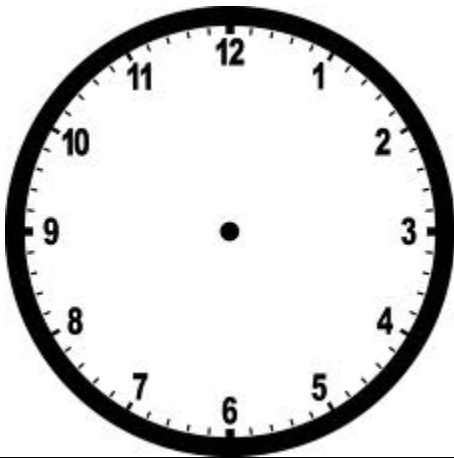
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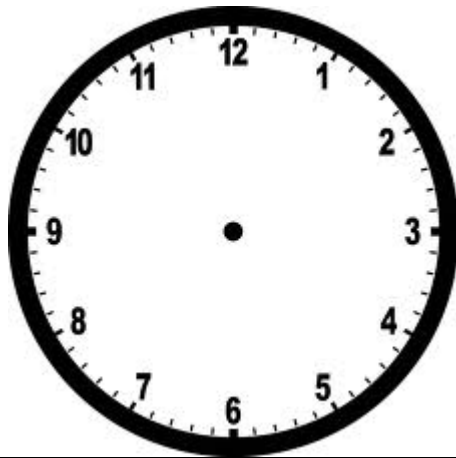
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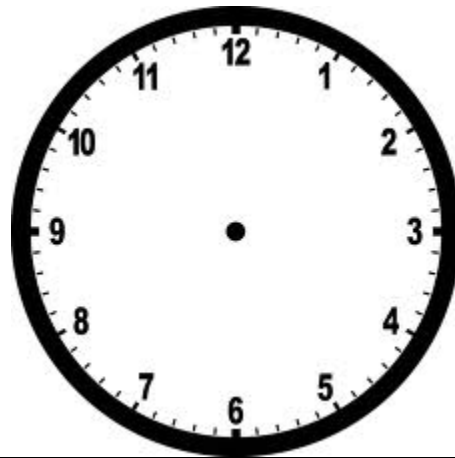
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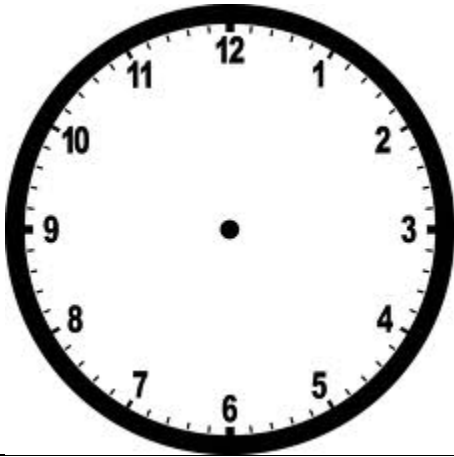


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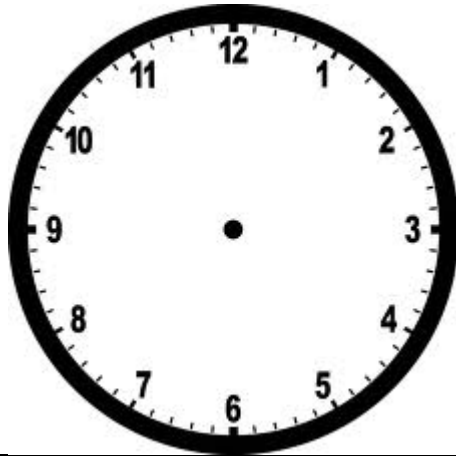




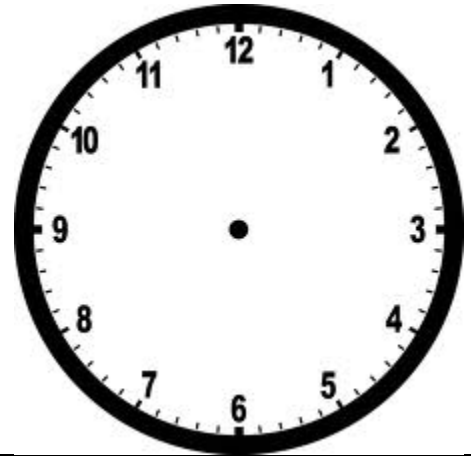
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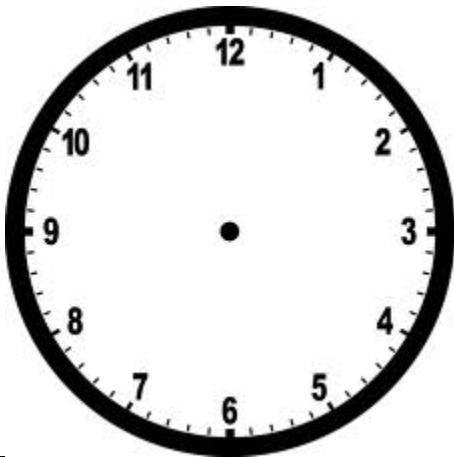
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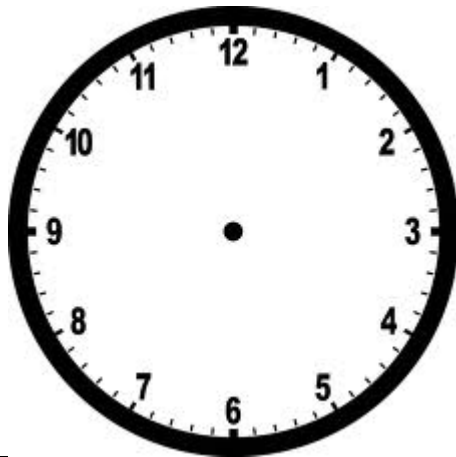
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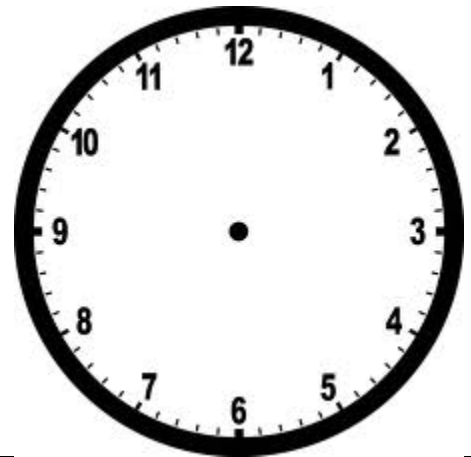
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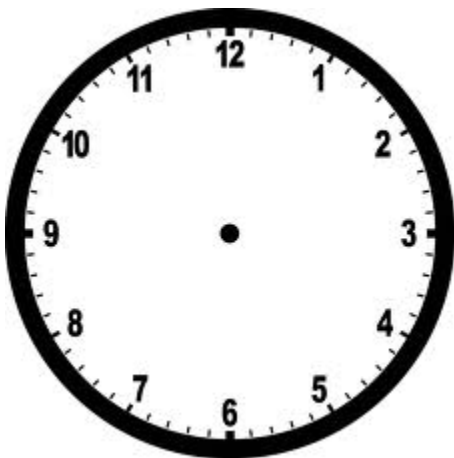
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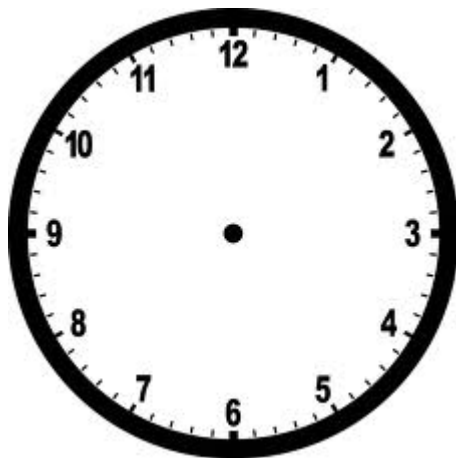
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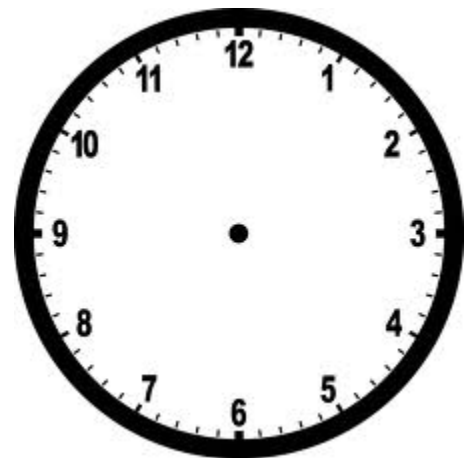
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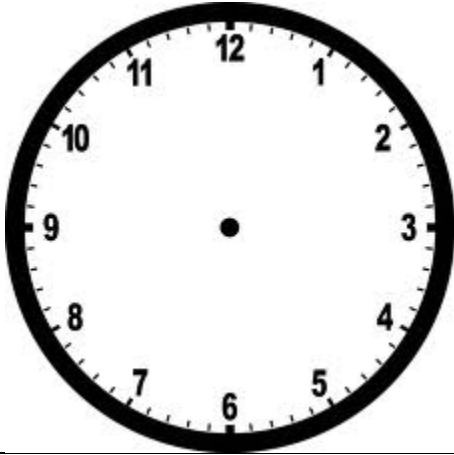
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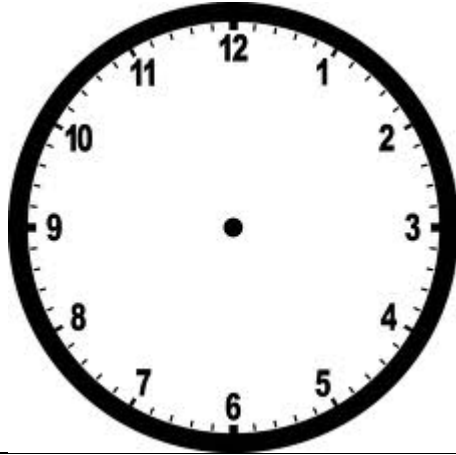
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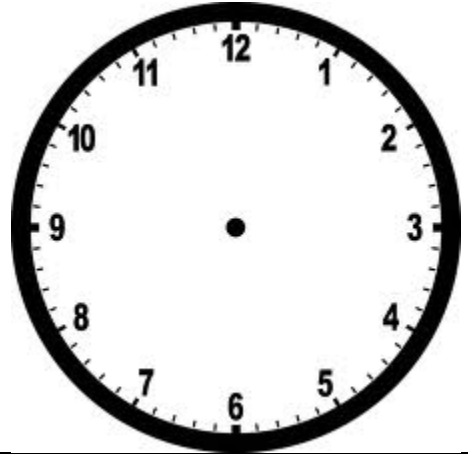
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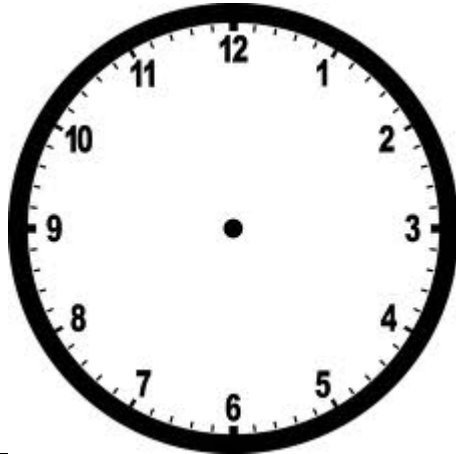
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**10:30**



**11:30**



**12:30**



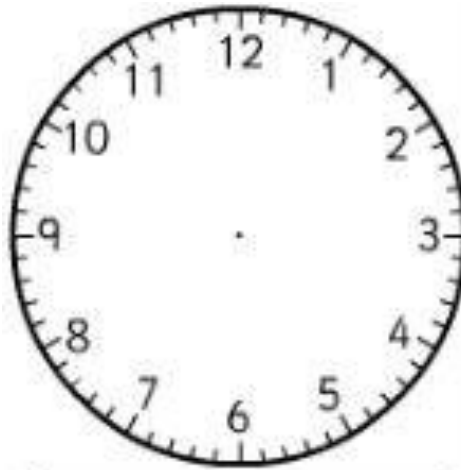
Name: \_\_\_\_\_ Date: \_\_\_\_\_

1.MD.3 Tell and write time to the hour and half-hour (including o'clock and half past) using analog and digital clocks.

Fill in the digital clock    Fill in the analogue clock



⋮



3 : 30

Fill in the digital and analogue clock



⋮

Half-past four o'clock

**Math**  
**Date: Practicum II Week 1**

Criteria	Proficiency level
All questions are answered correctly	3
2 out of 3 questions are answered correctly	2
1 out of 3 questions are answered correctly	1